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## ABSTRACT

This book captures the power of young people's visual responses to literature. It recounts the experience of a teacher who encouraged her students to respond to their readings through sketched interpretations--and, like pieces of writing, the sketches became a vital part of the curriculum as vehicles for discussion and reflective tools for understanding. The book shows how the strategy was implemented and refined to fit the needs of a seventh-grade classroom. From that perspective, the book is a model for teacher research. The book should be especially useful for upper elementary, middle, and high school teachers looking for ways to expand literary interpretation and self-evaluation in the classroom. (NKA)

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